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ABSTRACT

This practicum report describes a 12-week intervention to enhance the journal writing skills of six students in a second grade class. Expected outcomes were that all students will: (1) improve journal writing skills as measured by the Holistic Scoring Checklist; (2) show a 100 percent increase in the number of words used in journal writing; and (3) improve their spelling of words appropriate to their grade level by 80 percent. Also expected were outcomes that students will: (4) show an 80 percent increase in suggested journal topics during brainstorming sessions; and (5) increase their recognition of words in word lists by 50 percent. The intervention included the use of student self-evaluation of their writing, peer tutoring, word lists to be read by students, teacher conferencing with individual students, and language arts lessons for the whole class. Results indicated that five of the six students met the first three outcome objectives, and students surpassed the goals for the remaining expected outcomes. A 15-item reference list is provided. Appendices include language arts guidelines and objectives, surveys of teachers' opinions about students' journal writing and students' attitudes toward writing, teacher observations of the six students in the intervention, the Holistic Scoring Checklist, and word lists. (BC)

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Enhancing Journal Writing Skills in a Second Grade Classroom through Teacher Conferencing and Student Self-evaluation

by

Debra Allen

A Practicum Report
Submitted to the Faculty of the Center for Advancement
of Education of Nova University in partial fulfillment
of the requirements for the degree of
Master of Science.

The abstract of this report may be placed in a
National Database System for reference.

April/1992

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Abstract

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Descriptors: Writing Topics/ Free Writing/ Journal Writing/ Elementary Education/ Evaluation/ Dialogue Journals/ Primary Education/ Children's Writing/ Journal Approach/ Writing/ Diaries/ Writing Skills.

This practicum focused on strategies to improve the journal writing skills of six targeted students in a second grade classroom. The intervention used included teacher conferencing, student self-evaluation, peer tutoring, and whole class language arts lessons. The results showed enhancement in journal writing skills for the six targeted students. Students' writings improved both in quantity and quality. Appendices include teacher and student attitude surveys, Language Arts' objectives, Holistic Scoring Checklist, Journal Writing Graph, student data, and Dolch Word Lists.

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CHAPTER I

Purpose

Background

The setting for this practicum is a public elementary school in the southeastern part of the United States comprised of 791 students in grades kindergarten through six. The student body is 55.6 percent White, 21.7 percent Black, 19.2 percent Hispanic, and 3.6 percent Asian. The school houses a full time self contained Emotional Handicapped Program and a part time Learning Disability Program.

The socio-economic status is predominately middle class. There is an active Parent Teacher Association. Except for the Emotional Handicapped students, who are bused in from other areas of the county, students are within walking distance of the school. The practicum site serves a dual role. It is also a community school which provides after school care on the premises. The community school also offers a wide variety of classes in the afternoon and evening for children and adults.

For the regular school program, there are 25 classroom teachers, four teachers of the Emotionally Handicapped, one guidance counselor, one librarian, one art teacher, one and a quarter music teachers, one and a half physical education teachers, one Spanish S teacher (Spanish for Spanish Speakers), one Spanish SL teacher (Spanish as a second language), and one ESOL teacher (English for Speakers of Other Languages).

Implementation took place in a second grade classroom of 25 students who attend school from 8:30 A.M. to 3:00 P.M. with the exception of Wednesdays, when all students leave at 2:00 P.M. The classroom is comprised of 56 percent White, 24 percent Black, 16 percent Hispanic, and four percent Asian. There are three other second grade self contained classrooms. Students are grouped heterogeneously. Each teacher is responsible for teaching Whole Language (reading, writing, spelling, composition, literature, and expressive language), science, social studies, health, and math. Physical education, music, art, and Spanish are provided by special area teachers.

The author of this practicum is a second grade teacher who has taught this grade for five years. Teaching objectives are specified by the State Department of Education and the County School Board, but implementation is at the discretion of the teachers and administrators. Furthermore, the school has established additional Language Arts guidelines for each grade level (Appendix A:52).

The school has shared decision making through School Based Management. A parent along with six teachers and two administrators form the executive committee. The school's School Based Management plan has targeted two areas of the curriculum. One area is global awareness. Each classroom adopts a country and integrates global awareness into all areas of the curriculum. The second targeted area is the use of written and oral standard English.

Some of the strategies for improving standard English are implementation of Whole Language, quarterly literary student written newspapers, listening to and responding to a variety of literature, sustained silent reading, weekly process writing, and journal writing. The school consistently scores above the national norm, but

is always striving to do better. The school's language arts grade level guidelines exceed the state's or county's objectives.

Journal writing is a recent component of the county curriculum. However there are no guidelines for the implementation of this new addition. There are some students who have more trouble with journal writing than others.

Problem Statement

Journal writing as part of the curriculum in the targeted classroom was a relatively new directive. Before the 1989 - 1990 school year, journal writing was not included as part of the County's recommended strategies in Language Arts (Appendix B:55). With the new 1990 objectives, the County advocates the use of journal writing as part of the curriculum (Appendix C:58). No training or guidelines were forthcoming with the new County recommendations. Therefore, teachers were seeking additional information on how to implement a successful journal writing program in the classroom.

One of the problems that the primary teachers encountered was a way to evaluate journal writing

products. Another problematic aspect of journal writing was the student's inability to self select a topic.

Writing in the primary grades can be a frustrating experience for some students. Teachers often ask students to write about topics that are unfamiliar; consequently, the teacher may inadvertently build in failure. The structure and content of topic knowledge plays an important role in the success or failure in completing a writing assignment (Stein, 1986).

According to Stein (1986), students must have sufficient knowledge prior to composition. In early grades prior knowledge is limited; therefore, the topic students are most familiar with is about their immediate environment. Journal writing is one type of composition that uses and encourages writing about familiar topics.

Journal writing by nature should be the least threatening type of composition in the classroom. Through teacher observation it was evident that most students actively participate and enjoy journal writing time. Neverthless, there was a small group that resisted writing in any form. It

was evident that these students needed different teaching strategies than the rest of the class to become successful journal writers. Teachers of primary students faced the dilemma of guiding these students in the process of journal writing.

A sample of primary teachers at the practicum site stated in a Teacher Survey (Appendix D:61) that, while journal writing is an important area of the curriculum, they did not have adequate training or guidelines to successfully implement journal writing. Teachers also expressed the need for additional strategies that would encourage students to write about a variety of topics, and increase the quality and quantity of the product. Since this is not a graded subject, teachers wanted an easy management and evaluation system to monitor the progress of each student. As a result of this survey it was evident that a disequilibrium existed (Zanden, 1985). Teachers wanted and needed fresh and innovative techniques to make journal writing interesting and educational (Appendix E:63).

McKenna (1990) observed that with the new emphasis on increasing reading proficiency, some

researchers were ignoring the important role that attitude towards reading plays in becoming literate. This statement can be extended to the writing process since they are so closely linked. By improving attitude towards the writing process, a direct correlation to improving the written product should occur. Through a student attitude survey (Appendix F:65), it was evident that most of the students had a fairly positive attitude towards writing in general, but expressed discontent when they weren't told what to write about by the teacher. It was evident these students needed additional strategies to make journal writing a successful experience. Table one outlines the results of this survey.

Table 1

Results
Primary Writing Attitude Survey

Questions -			
How do you feel . . .			
Starting a new story	66.7%	16.7%	16.7%
"It's journal time"	50.0%	16.7%	33.3%
Not told what to write		50.0%	50.0%
Using invented spellings	83.3%	16.7%	
Can't think of topic		33.3%	66.7%
Writing daily in Journal	33.3%	66.7%	
Editing journal		50.0%	50.0%
Read out journal loud	33.3%	33.3%	33.3%
About writing	83.3%	16.7%	
Writing during free time	66.7%	16.7%	16.7%

There are many possible reasons why some students did not write during journal time. Inadvertently, parents or teachers may have negatively reinforced the importance of spelling by criticising the spelling ability of the student, thereby inhibiting the free writing process of journal writing. Limited English might also have impeded the writing process. Part of the problem might also have stemmed from the background of the student. If the school they previously attended did not emphasize writing, then these students may not have valued the importance of writing. In addition, students may

not have known what to write about and did not know how to self select a topic.

The targeted students for this practicum were six second grade students who regularly resisted writing during journal time (Appendix G:68). The ancedotal observations of the six targeted students during journal writing time indicated a need for additional strategies to enable the students to actively participate. When they did write, they wrote about the same topic over and over again. While one student would be considered above average in reading ability, the rest of the targeted population exhibited below average reading ability. This was due to many factors as described in the preceding paragraph and Appendix G.

It has been evidenced through teacher observation, a teacher survey, and a student attitude survey that teachers and some students needed specific guidelines and strategies to successfully participate in journal writing. Through more structured instruction and evaluation during the journal writing time, it was

anticipated that the targeted group of students would become successful writers.

Outcome Objectives

The purpose of this proposed practicum was to enhance the journal writing abilities of a group of second grade students. The following objectives were proposed:

1. Following 12 weeks of implementation, 100 percent of the six targeted students will improve journal writing skills by 50 percent, as measured by a Holistic Scoring pre/post test checklist (Appendix H:71). Note: This evaluative instrument had previously been used to score creative writing assignments at the practicum site.

2. Following 12 weeks of implementation, the targeted students will show a 100 percent increase in the number of words written during journal writing time as measured by a student kept pre/post graph (Appendix I:73).

3. Following 12 weeks of implementation, 80 percent of the targeted students will increase their ability to brainstorm possible journal

writing topics by 80 percent as measured by a pre/post systematic observation tally.

4. Following 12 weeks of implementation, 80 percent of the six targeted students will increase word recognition of the 220 Dolch sight words by 50 percent as measured by the targeted students reading the Dolch word lists to a peer tutor (Appendix J:75).

5. Following 12 weeks of implementation, 100 percent of the six targeted students will improve spelling of grade appropriate words to 80 percent as measured by an individualized spelling pre/post test comprised of the students' ten most frequently misspelled words used in journal writing.

The above percentages of change were based on limitations of implementation time and developmental level of the targeted students.

CHAPTER II

Research and Solution Strategy

Primary students' progress in writing follows distinct stages of development according to Funderburk (1986). Young writers need to first think, draw, write, and finally read. Manning (1987) stated that the inexperienced young writer usually drew pictures first and then wrote; but as they became more proficient with their writing, the young writer wrote first and drew last.

Lehr (1986) and Routman (1988) agree that like writing, spelling is developmental in nature. Lehr (1986) identifies five distinct stages of development. The first stage is precommunicative, where the student uses symbols from the alphabet to stand for a word, but there is no apparent letter-sound correspondence. In the second stage, semiphonetic, the student uses letter combinations to represent words. During the third stage, phonetic, the student begins to represent all "surface features of a word." In the fourth stage, transitional, the student begins to rely heavily

on visual and on the structure and form of the word rather than the sound. Finally, the last stage is simply called correct. The student is aware of English spelling rules. By first being allowed to naturally progress through these stages the teacher's job becomes one of support for each individuals developmental needs.

Manning's (1987) study of first grader's journal entries found that while students were encouraged to write every day, not all did. According to Manning there are ten categories of journal entries: picture only, scribble and random letters, descriptions of pictures, lists, copies of text, retelling of texts, personal content, imaginative content, informational content, and written forms such as puzzles. Manning also found that the subject matter of journal entries fell into three main categories: personal, informational, and holidays.

According to Moss (1988) all "kids" can be taught to be creative in their writings. All they need is practice and most of all the teacher's "permission." Creativity according to educational creativity trainer Carolyn Doutre as reported by

Moss (1988) is composed of fluency, originality, flexibility, and elaboration. An effective journal writing program should encompass all these features. Journal writing is a natural way to move away from the "right answer" towards reflective and non judgemental expressions. In addition, Routman (1988) states that properly posed teacher questions like "What were you thinking when that happened?" will enhance critical thinking processes.

One form of writing that encourages fluency, originality, flexibility, and elaboration is free-writing. Tompkins (1988) describes freewriting as writing without pause. The student writes for 5 to 10 minutes moving from topic to topic as ideas come to mind. The student continues writing without pausing or rereading for any reason. If the student gets "stuck" on what to write about, they are to continue writing simple phrases or repeat the last word written until something comes to mind. The emphasis is heavily on fluency.

There are many kinds of journals. One is "personal journals" where the student has complete ownership over any entries. Another type that

focuses on the student's interests are "dialogue journals" (Buxton, 1982). Dialogue journals are like conversations with another person. The student writes an entry and the teacher writes a response. Buxton suggests that journals can be collected once a week depending on the number of students in the class and time available. The teacher's entry should be as long as the child's entry. The teacher can introduce dialogue journals by photocopying one of their own journal entries and passing it out to the class to read. The class can then write a response to the teacher's entry. Practically, it is advisable to write on one side of the paper and respond on the other side. As students continue to write, the entries become longer and sentences more complex (Buxton, 1982).

Funderburk (1986) states that the purpose of conferencing is to allow students to reach their highest individual development. The researcher further contends that an immediate audience is vitally important to young writers and advocates having parent volunteers present during journal writing time so each student will have a daily response. Routman (1988) suggests that teachers

and volunteers move around the room spending no more that one or two minutes at eye level with each student. The teacher asks the students what they're writing about, clarifies and poses questions, but performs little revising. The teacher can pencil in words hard to decipher so the child can reread this entry at a later date. In addition, Routman (1988) has found that students will model the teacher's correct spellings in later works.

Another type of "conversational" journal is the "buddy journal." Bromley (1989) contends that reading and writing are related from earliest stages of development and "buddy journals" makes the reading writing connection. For "Buddy journal" writing, two students are paired up and keep a journal together and they write back and forth to each other. The teacher encourages the students to write about any topic they choose. If the students are having difficulty choosing a topic, Bromley (1989) suggests the teacher offer possible topics or encourage the students to brainstorm together to create a list of

interesting things to write about and keep this list posted in the classroom.

While teacher suggested topics and brainstorming are two possible solutions to writer's block, the literature suggests many more. Manning (1987) affirms drawing first as a sort of "rehearsal" before writing. Buxton (1982) places importance on setting aside enough time for students to write without pressure. Routman (1988) suggests students having difficulty selecting a topic might need one-to-one guidance and instruction during journal writing time. Friedman (1985) believes that students should talk about what they are going to write about so students can "piggy-back" ideas off others. In addition, if the student continues to have difficulty starting, the teacher can suggest that the student draw a picture. When the student completes the picture, the teacher can pose a question "Can you write about your picture?"

Tompkins (1988) emphasizes the importance of the crucial prewriting stage of gathering and organizing ideas. He suggests four prewriting techniques. The first, brainstorming, brings ideas

and prior knowledge to the "surface." During this prewriting stage students quickly list all words and phrases that come to mind. There is no value judgement placed on the suggested phrases or words. The goal is to make the list as long as possible. In addition, Routman (1988) encourages whole group brainstorming for new words to replace overused words like "good". Tompkins (1988) contends that adults use this unconsciously and students need to learn this strategy and practice it. The second prewriting strategy Tompkins (1988) suggests is clustering. Information is gathered and organized. A topic is chosen and written in the center of a piece of paper with lines coming out from this circle. Main idea words and phrases are added at the end of these lines. Students suggest words and phrases to complete the cluster. The third strategy, freewriting, has been previously described as writing without pause. The last strategy is called "cubing" and is the most complex. The students chose a topic and describe it, compare it, associate it, analyze it, apply it, and argue for or against it while moving quickly from idea to idea.

One roadblock for some young writers is not being able to successfully spell a desired word. Inventive spelling is one solution. The student spells the word the way it sounds to them. Greenwood et al. (1987) advocates classwide peer tutoring to increase spelling proficiency. Routman (1988) suggests that the teacher either writes the words in the margin or uses the last page of a journal to list misspelled words that the student uses frequently. Kintisch (1986) suggest that there should be many spelling resources in the classroom available to the student including word boxes, word charts, collaborative words lists, and alphabetized Dolch word list. Buxton (1982) argues that inventive spelling is developmental and will become correct spelling through modeling and maturation.

Some practical implementation strategies for daily journal writing are suggested by Routman (1988). First, teachers should model a journal entry on an overhead projector allowing students to suggest entries and spellings. The teacher accepts all suggestions. Next, the teacher goes around the room asking the students what they're

going to write about. The journal writing session lasts approximately 20 minutes. Furthermore, Buxton (1982) suggests that the teacher can identify writing problems in language and mechanics and use this information to structure later direct instruction in these areas of deficiency.

Analysis and assessment of student's writings may focus on three significant areas: what, who, and how (Buxton, 1982). In the text, Transitions (1990), a "Sample Record-keeping for Writing Conferences" (p 220) is given. The teacher notes the topic of the entry, content of conference, and skills mastered and not mastered. Funderburk (1986) contends that students should be assessed instead of evaluated. He favors a descriptive analysis that focuses on the degree of change or consistency in children's writing rather than on the good, bad, correct, or incorrect elements. The Holistic scoring method as presented by Bossard (1991) during a Holistic Scoring Workshop would be one method of documenting progress on content and mechanics. Bossard also emphasized the importance of incorporating the students own words from their

journal into the instruction during language arts' time.

It is important to note that journal writing promotes the Humanistic approach to education. Through interactive journal writing the student discovers self and fosters individual growth, while building a more intimate relationship with the teacher (Craig, 1983). It is important for a teacher to remember that it goes without saying that what a student writes about won't be betrayed in anyway.

Solution Strategy

According to research (Routman,1988), an immediate response to journal writing is vitally important to the young writer. Dialogue journals with conferencing were an intregal part of this proposed journal writing program. By posing questions during journal writing time, it was the intent to foster critical thinking while building self esteem.

As noted by Tompkins (1988), the prewriting stage is crucial to the writer. Techniques and strategies such as brainstorming, teacher

modeling, freewriting, and oral rehearsal before writing are an important part of the journal writing process. By teaching students how to self-select a topic, the teacher empowers the student with success.

The other major road block to young writers after they have selected a topic was spelling correctly. Inventive spelling was encouraged. In addition, an alphabetized Dolch word list was included in each student's journal since these words are the most frequently used words. Peer tutoring on Dolch word lists was conducted. During conferencing time, the teacher noted in margins and on the last page of the journal correct spellings of often used words that were misspelled. By giving the students a convenient resource for correct spellings of often used words, it was expected that the targeted students would be less hesitant to write.

Because the research of Funderburk (1986) and Lehr (1986) states that writing is developmental, the evaluation method used focused on change or growth rather than "correctness." A holistic scoring sheet was used and degree of change as

measured by such showed the growth of each student. In addition, a chart was kept by the student to quickly and visually show the student what they were writing. By hearing and seeing what others were writing about, students were encouraged to write about a variety of topics. Because self-motivation and self-evaluation are important keys to success in any endeavor, students kept a graph of the number of words used during journal time. Students tried to "beat" the number of words used previously in a journal entry.

In order not to isolate journal writing from other areas of the curriculum, journal writing was used as a spring board and resource book for other subject areas in the classroom. For example, during Language Arts, nouns and adjectives were found in the student's own writings. Incorrect usage and mechanics helped identify and structure direct instruction by the teacher to the whole class. Graphs were constructed during math time.

By empowering the student with ideas, words, and self-evaluation techniques, it was anticipated that the students would actively and

enthusiastically participate during journal writing time.

CHAPTER III

Method

The goal of this 12 week project was to improve journal writing skills of second grade students. The six targeted students learned how to self-select journal writing topics and self-monitor their progress. Through teacher posed questions, students were expected to become more reflective and expository in their daily writings.

A block of time on Monday, Tuesday, Thursday, and Friday afternoons was designated for this practicum implementation. The sessions lasted approximately 20 minutes. To foster critical thinking, the teacher quickly moved from student to student posing questions and writing responses to the student's entry. Also, peer tutors helped with sight word recognition of Dolch words since these words are frequently used in daily writings.

To ensure intrinsic motivation on the part of the students, self-evaluative techniques were implemented. Students kept a graph of the number of words used; furthermore, the student kept a chart noting the

topics they had written about during the week (Appendix K:80).

During the first and last weeks of the 12 week implementation, the students were pre/post tested. The holistic scoring pre/post test checklist was scored, a brainstorming pre/post test systematic observation tally on possible journal writing topics was conducted, Dolch words were read to a peer tutor, and during the second week the students began their pre/post chart of topics and graph.

Week One

A baseline score of the targeted students' journal writing skills was established by a holistic scoring checklist. In addition, a baseline brainstorming tally of possible journal writing entries was conducted during a three minute brainstorming session with the targeted students. Peer tutors were taught how to review missed Dolch words with the targeted students. They were instructed to write these missed words onto prepared word cards. The peer tutors were instructed to write the missed words on the chalkboard one at a time allowing the targeted student to read and finger

erase the word, saying each letter as it was finger erased.

It should be noted that at the beginning of the school year, students were asked to purchase a spiral bound notebook to be used during journal writing time. A check was made to see if students still had adequate pages in their journals for this implementation period. If not, students were asked to purchase a new notebook or the teacher supplied a new notebook.

Week Two

Students were instructed on how to use the self-evaluative graph and chart of topics. The graph and chart were stapled to the inside cover of their journal. On the first day of this week, students graphed the number of words used. On the last day of this week and the last day of each week of the implementation period, students charted their daily journal writing topics. All of the targeted students needed help with the graph because each unit in the graph represented two words. Students also needed clarification on where to place the topic they had written about. All the targeted students expressed

interest in the graph and chart of topics and participated enthusiastically.

The teacher began conferencing during journal writing time with students by posing questions and writing responses in the student's journal. Since time was limited, the teacher limited conferencing to one minute per day per targeted student. All of the students were interested in what the teacher was writing about in a student's journal and listened to the conferencing as much as they wrote in their journals. Student number four who consistently did not write during journal time but drew pictures instead, wrote 40 words in response to the teacher's written conference: "I really like your drawing. Can you write about it?" After writing in their journals, students were allowed to orally share what they wrote. Students read what they wrote and also read what the teacher wrote.

Week Three

Teacher conferencing, student graphing, and student charting of topics continued. Since it was difficult for students to wait a whole week to chart

their daily writing topic, the students began doing this daily instead.

On day one of this week, the whole class shared the chart of topics they completed at the end of week two. A master list of possible journal writing topics was displayed in the classroom on a large chart tablet. This chart was posted in the classroom for the full implementation period and was added to as suggested by students. Students came up with 20 different topics during this week. In cooperative groups, students discussed and voted on the most interesting journal writing topic for that week. Students decided that writing about their feelings was the most interesting journal writing topic.

The teacher alphabetized the Dolch Word List and evenly divided these words into four word lists. Starting with week three through week six an alphabetized Dolch Word List was sent home on Monday. Students read these each night to their parents and returned this list on Friday. This list was then stapled to the back of their journals. Students read these lists to a peer tutor on Friday. Missed words were circled. The peer tutor continued to work with

students on missed words for the full implementation period as described in week one.

On Tuesday, students were asked to chart the number of words used that day. Students graphed the number of words used either on Tuesdays or Thursdays of each week. Students were not aware of which day they would be asked to graph. This resulted in a more random sample.

Week Four

Teacher conferencing, student graphing, student charting of topics, and peer tutoring of missed Dolch Words continued. Thirteen additional possible journal writing topics were added to the class list.

The second alphabetized Dolch Word List was sent home on Monday and was returned on Friday. This list was stapled over the first Dolch word list. Missed words were circled and peer tutoring continued for both lists.

On Monday, the teacher asked each student to orally identify their journal writing topic before beginning to write. Students were instructed to draw a picture of their topic first. A timer was set for five

minutes. After five minutes, students were instructed to stop drawing and write about their picture. Whole class sharing took place at the end of this session. Students were asked if they liked drawing first and writing last. Two of the six targeted students stated they liked drawing first and writing second. Students were encouraged to select the method best for them. The timer was set for five minutes for the rest of the implementation time.

Week Five

Teacher conferencing, student graphing, student charting of topics, peer tutoring on missed Dolch Words, and five minute time limit on drawing continued. Seven topics were added to class list.

The third alphabetized Dolch Word List was sent home on Monday, read each night, and returned on Friday. Missed words were circled and peer tutoring of all three lists continued.

On Tuesday students orally identified topics they would be writing about. The teacher identified a journal writing topic, also. Using an overhead projector, the teacher modeled how to use freewriting as a technique for journal writing. The teacher

started off with: The sky is blue. The teacher repeated the last word "blue" over and over until a student suggested change. Part of the entry went as follows: The sky is blue, blue, blue, blue. Blue is my favorite color, color, color, color. Sharon can color very well. When I was in second grade, I did not color well but now I can. The students giggled and laughed when the entry was read out loud. Students were instructed to freewrite (write without pausing) in a similar manner, repeating the last word when writer's block appears. A time of three minutes was set. Students were instructed to graph the number of words used. All six targeted students showed an increase in number of words used during this time frame. Three students continued to freewrite during oral sharing time.

Week Six

Teacher conferencing, student graphing, student charting of topics, peer tutoring of missed Dolch Words, freewriting one day per week, and five minute time limit on drawing continued. Nine possible journal writing topics were added to class list.

During this week, the teacher collected journals and reviewed the students use of graph and chart of topics. All the students were using the graph correctly except for one student who received instruction on how to use it again. Most of the individualized Chart of Topics were not kept up to date. In fact only one student out of the six targeted students completed this chart correctly. The students were asked if they wanted to continue using the chart of topics or did they want to eliminate this from journal writing. Surprisingly, all six students wanted to continue. In addition, a mid-course holistic scoring of each targeted student's journal writing entry was scored. Some growth was evident in the content part of the scoring but the mechanics part of the scoring was essentially the same. Using the last six weeks of journal writing entries, the teacher composed an individualized list for each student on their ten most frequently misspelled words used in journal writing. A pre-test on these words was given to each student.

Week Seven

Teacher conferencing, student graphing, student charting of topics, peer tutoring of missed Dolch Words, freewriting one day per week, and five minute time limit on drawing continued. One topic was added to class list. Others topics were suggested, but they were too similar to others already listed on the chart.

The teacher surveyed student's entries and developed a language art's lesson that targeted the most frequent incorrect usage of language in journal writing. The lesson constructed was on the use of me and I. Most students wrote: Me and my family. This lesson was taught on Wednesday of this week during the language arts time block. After teacher modeling and instruction on when to use I and me, students, in cooperative groups, were asked to find an instance in someone's journal where they had used me incorrectly. The students were then to correct this and orally share the corrected sentence with the class. Every group was able to find at least two entries to correct. In addition, on each Thursday during the language arts time block, a teacher made journal entry was written on the overhead projector and edited as a whole class.

Week Eight

Teacher conferencing, student graphing, student charting of topics, peer tutoring of missed Dolch Words, freewriting one day per week, five minute time limit on drawing, and whole class editing continued. One topics was added to class the list.

A review lesson was conducted on proper and common nouns. During language arts, students used their journals to find proper and common nouns. This was done in a cooperative group of three to four students. Students were amazed that they had so many proper and commom nouns in their journals.

Week Nine

Teacher conferencing, student graphing, student charting of topics, peer tutoring of missed Dolch Words, freewriting one day per week, five minute time limit on drawing, and whole class editing continued. Five topics were added to the class list.

A review lesson on classifying nouns as a person, place, or thing was conducted. Students used their journals to find and classify nouns. This was done in

a cooperative group of three to four students. Each cooperative group's list was saved for week ten.

Week Ten

Teacher conferencing, student graphing, student charting of topics, peer tutoring of missed Dolch words, freewriting one day per week, five minute time limit on drawing, and whole class editing continued. One topic was added to class list of journal writing topics.

During the language arts time block a review lesson on adjectives was conducted. A class list of possible adjectives was written on the chalkboard. In cooperative groups of three to four students, adjectives were written for ten nouns identified from students' journals during week nine. Emphasis was placed on using a variety of adjectives.

Week Eleven

Teacher conferencing, student graphing, student charting of topics, peer tutoring of missed Dolch Words, freewriting one day per week, five minute time limit on drawing, and whole class editing continued. No topics were added to class list.

During the language arts time block, the teacher conducted a lesson on the use of commas in a series. Students often list items in their journals. In cooperative groups consisting of three to four students, such lists were found and edited. Every group was able to find at least four entries to correct.

Week Twelve

Students' graphs and charts of topics were collected by the teacher for final evaluation. While the graphs were up to date, the charts of topics were randomly written upon. A sample entry from week twelve was collected and scored with the holistic scoring checklist. A brainstorming session of possible journal writing entries was conducted with the targeted students during a three minute systematic observation tally.

Targeted students read all 220 Dolch words to peer tutors for final evaluation. A post-test on the ten most frequently misspelled words was conducted.

CHAPTER IV

Results

The purpose of this practicum was to improve the journal writing skills of six targeted students in a second grade classroom. A pre/post test design was used to evaluate the success of this practicum intervention.

Objective one involved using a Holistic Scoring pre/post test checkist to evaluate the students' journal writing skills. The Holistic Scoring checkist scores the content and the mechanics of the writing sample separately with the highest possible score being five for each. A sample journal entry was taken from week one and from week twelve. The results of the evaluation instrument, which is located in Appendix H, are given in the following table.

Table 2

Results
Holistic Scoring Checklist

Student Number	Content/Mechanics Pretest	Content/Mechanics Posttest
1	1 / 1	3.6 / 1
2	1 / 1	3.2 / 3.3
3	2 / 1	3.0 / 1
4	0 / 0	1.0 / 1
5	1.8 / 1	2.4 / 1
6	1.8 / 1	3.0 / 1

The table shows that five out of the six students increased their content score on the Holistic Scoring checklist by 50 percent or more. Students one, two, and four showed significant increases, while students three and six showed 50 percent and 67 percent increases respectively. Only student five scored below the targeted increase of 50% with a 33 percent increase. Student five was absent 15 days during the implementation period and this may have affected the results.

The students' scores on the mechanics part of the Holistic Scoring Checklist remained poor. This is not a totally suprising result, since content was emphasized over mechanics. Nevertheless, this

does indicate a need to target mechanics as described in the Holistic Scoring checklist in the classroom.

The second objective involved increasing the quantity of words written during journal writing time. A pre/post test design was used. Students graphed the number of words they wrote once a week during the practicum implementation period. The number of words written in week one and week twelve are outlined in Table three.

Table 3

Results
Number of Words

Student	First week	Twelfth week	% increase
One	5	85	1600%
Two	4	97	2325%
Three	22	140	536%
Four	0	228	22800%
Five	49	62	27%
Six	17	63	270%

Five out of six students exceeded the target increase of 100 percent of number of words written. Student five increased only by 27 percent, which indicates additional strategies are needed to encourage this student to write more.

Nevertheless, since this student used to cry when asked to write anything an increase of 27 percent is not disappointing. This student now enthusiastically participates during journal time. The greatest increase was by student four. At the beginning of implementation this student only drew pictures and wrote a few words; at the end of implementation this student regularly wrote two and three pages.

By allowing students to self monitor the number of words they wrote, they became self-motivators. Each student was eager to see how many words they wrote. In addition, as soon as teacher conferencing started, all students started writing at greater length. Whether this was because they thought they were going to be "checked" to see that they were really writing, or because they wanted the teacher to read and respond to their writings was not ascertainable. One would hope it was the latter.

Objective three was to increase the targeted student's ability to brainstorm possible journal writing topics by 80 percent. During week one a three minute brainstorming session took place with

an independent observer tallying the topics mentioned. Fifteen different topics were brainstormed during this session. On week twelve, an identical session occured. This time students were able to name 49 journal writing topics. This was an increase of 227 percent, well over the target of 80 percent. It was interesting to note that students during the last session put more thought into their answers and did not repeat a topic previously mentioned. During the first session, students frequently repeated or merely rephrased something another student had just mentioned.

Objective four of this intervention was to increase Dolch sight word recognition by 50 percent. The intent being: If they could read the words, they could then begin to spell them properly. Table 4 outlines the result of this intervention plan.

Table 4

Results
Dolch Sight Word Recognition

Student	Number Missed Pretest	Number Missed Posttest	Percent Increase
One	27	4	85%
Two	3	0	100%
Three	19	3	84%
Four	72	5	93%
Five	84	3	96%
Six	37	17	54%

All students reached the goal of 50 percent. Students four and five made the greatest gain in sight word recognition. The intent was not just to have students read the list, but also to staple this into their journal as a spelling resource. Nevertheless, students did not use this as a resource. The targeted students put all their energies into getting their thoughts down on paper and were not concerned with the spelling of words.

Objective five's focus was to improve the most frequently misspelled words used in each targeted student's journal entry to 80 percent. Each targeted student's journal was collected and ten of the most frequently misspelled words were identified. During week six a pretest was

administered for each student. At the end of implementation, a posttest of these same words was given. The results follow:

Table 5

Results
Individualized Spelling Test

Student	Pretest % correct	Posttest % correct
One	40%	80%
Two	60%	90%
Three	30%	70%
Four	40%	80%
Five	70%	100%
Six	30%	100%

All students except for student three increased their postest scores to 80 percent or better. Many of the words they frequently misspelled were commom words used daily such as, brother, sister, friend, because, watch, and know. After students were given the list of misspelled words, most started using them correctly in their journals. In addition, one student was observed going back in the journal and correcting the spellings during free time. Words were still

misspelled during journal time but not the targeted words they had mastered.

As evidenced by the significant increase in possible journal writing topics identified during the brainstorming session, the six targeted students' critical thinking was enhanced. Instead of just repeating or rephrasing what someone else said, they put thought into coming up with different but appropriate topics. During the twelve week implementation, a chart was posted on possible journal writing topics and added to daily and/or weekly as needed. It was interesting to note at the beginning, students would suggest topics already listed; but by the end of the implementation period students were looking to see if their topic was already posted on the class chart of topics or could fit into one of the broarder categories like: What I did over the weekend or I got something new.

Conferencing also increased reflection on what they were writing. Phrases like - What made you think of this topic? How did this make you feel? Why did you do that? - helped to make the students more introspective in their writings.

By allowing students to self-monitor the number of words written, they were able to become self-motivators. In addition, using the journal during the language arts' time to find proper nouns, common nouns, and adjectives and to find instances of incorrect useage of mechanics helped the students perceive language arts skills as part of their everyday language, experiences, and writings and not as an isolated skill.

CHAPTER V

Recommendations

Students strengthened their journal writing skills as a result of the intervention strategies implemented. These results will be shared with the other second grade teachers at the practicum site. Upon hearing the topic of this practicum, three primary teachers asked for information on how to enhance journal writing time. Therefore, a workshop was offered to all interested primary teachers. After the workshop, teachers stated they were interested in implementing some of the practicum strategies in their classroom.s In addition, results will be shared with administrators and other interested personnel. A copy of this practicum will be sent to the county's language arts supervisor.

Use of the journals as a word resourses for the langauage arts time will continue. The immediate audience that teacher conferencing offers made an impact on the quantity and quality of journal entries and will continue. Also, peer tutoring of unknown words, graphing, and cooperative group work will

continue in the classroom. The individual chart of topics will not be continued since it was not used or valued by the students. The chart of possible journal topics will stay posted in the room. Some students still look at this chart for the first few minutes of journal writing to decide what they will be writing that day.

Overall the proposed strategies enhanced the journal writing skills of the six targeted students. All students at the work site would benefit from similar strategies; in fact, these strategies could be easily modified to enhance the journal writing skills of any grade level.

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Appendices

Appendix A

Language Arts Guidelines
Second Grade

SECOND GRADE

1. Identify all long vowel patterns.
2. Identify all vowel diphthongs.
3. Introduce cursive writing.
4. Alphabetize words.
5. Correctly use present tense verbs and present tense "ing" verbs with helping words.
6. Identify proper nouns (holidays, countries, states & cities).
7. Identify verbs, nouns, adjectives and pronouns.
8. Research/reference skills:
   * a. With assistance, find information on a specific topic (3 or 4 facts) and write a summary in his/her own words.
   * b. Use other books to get information on a topic.
   c. With student assistance, locate the correct spelling of a misspelled word in a Beginning Dictionary.
   d. When given a word, locate that word in the Beginning Dictionary.
9. Poetry (with assistance)
   a. Complete last two lines of a quatrain poem
      a, b (given to student)
      a, b (created by student)
   b. Complete rhythmic pattern (beat) in rhyming and non-rhyming poetry. (8 lines)
10. Use the following editing marks (with a buddy):
    insert
    spelling
    indent paragraph
    make "." or "?"
    capitalize
    insert comma
    take away
11. Write answers to questions in complete sentences correctly using ".", "?" and capital letters.
12. Write from different perspectives:
    * a. For different audiences (Examples - to the president, to your best friend)
    * b. For different purposes (Examples - persuasion, to give information, to summarize, to thank, for fun, a skit, riddles)

13. Creative writing:
    * a. Story, fable and one-scene play writing (content, not mechanics) will contain: introduction, conflict and resolution.
    * b. Incorporate research and specific facts into writing to improve written product. (Example - Not "Some penguins grow large.", but "Emperor penguins are 48" tall."
    * c. Use similes.
      d. Improve written product through the emphasis of the use of more descriptive (specific) verbs, synonyms and adjectives.

14. Write a friendly note (no address).

15. Word process independently (printed product not fully edited).

16. Write a book report including title, author and a 2-3 sentence summary.

17. Identify 300 Fry words (attached).

18. Reading comprehension skills:
    * a. Make inferences
    * b. Make generalizations
    * c. Summarize
    * d. Classify with more than one attribute
    * e. Distinguish relevant and irrelevant facts

19. Introduce oral presentation skills.

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Appendix B

1989-1990 Language Arts Objectives
Second Grade

GRADE 2

COMPOSITION

The student will:

1. Review all composition skills previously taught.

*2. Arrange a group of four pictures in an appropriate sequential pattern.

3. Dictate a logical sequence of events based on a class activity or event.

4. Identify the sequence of events in a story.

*5. Complete forms requesting name and age.

*6. Copy an invitation, notice, or announcement.

*7. Copy a friendly letter.

8. Dictate the contents of a friendly letter.

9. Write a sentence(s) that tells about a picture or drawing.

LANGUAGE AND MECHANICS

The student will:

10. Review all previously taught skills in language and mechanics.

*11. Space words to form sentences.

12. Supply an antonym for a word.

13. Supply a synonym for a word.

14. Select the correct homonym for a given word.

*15. Use legible manuscript handwriting.

*16. Write the letters of the alphabet in a sequence.

17. Write a compound word by adding a word to a base word.

18. Identify the two words from which a contraction is made.

*19. Use a period or question mark to punctuate simple declarative or interrogative sentences respectively.

20. Transform a positive into a negative statement.

21. Identify the verb in a sentence.

22. Identify the noun in a sentence.

*23. Spell words needed in writing through grade two.

LITERATURE AND EXPRESSIVE LANGUAGE

The student will:

24. Apply all previously taught concepts.

25. Listen to and read a variety of old and new stories and books, including many kinds of fairy tales.

26. Speak at a volume and rate acceptable to the situation.

27. Distinguish between a real or fanciful story.

28. Dictate or write a real or fanciful story.

29. Recognize simple plot development, such as that in fairy tales.

30. Recognize certain basic traits of character, such as good or evil, developed in fairy tales.

31. Pantomime the actions, gestures and facial expressions associated with specific characters from literature, life, or current events.

32. Use pantomime or simple dialogue to role-play a familiar story or tale.

33. Listen and respond to poems of fantasy by drawing, writing, speaking, or movement.

34. Express ideas creatively in group activities (e.g., composing an experience story, completing a jingle with rhyming words, suggesting mood words).

35. Tell a simple original story and listen to the stories of others.

36. Use vocabulary appropriate for grade level to express himself/herself orally and in writing.

37. Explore the importance of language in the world of work.

READING: DECODING

The student will:

Read a second grade basal reader at the instructional level.

*38. Recognize on sight all Dolch words.

39. Recognize on sight any CCVC "short vowel" word with an initial consonant cluster (e.g., shed, sled, than, span, whip, grip, chug, etc.).

40. Recognize on sight any CVC<u>e</u> "long vowel" word (e.g., came, bite, mule, woke, etc.).

* **Directly correlates with Minimum Student Performance Standards required for promotion from 3rd grade. Refer to Standards of Excellence, Grade 3, for appropriate objectives to be included at this grade level.**

E 2 - Cont.

READING: COMPREHENSION

Apply and reinforce previously learned detail skills at a second grade level.

:. Identify the meanings of compound words.

.3. Identify the meanings of contractions.

44. Recognize words with prefix, suffix, plural, possessive, comparative or tense change.

•45. Infer character traits.

•46. Predict outcomes.

47. Infer relationships.

48. Recognize humor.

49. Interpret emotional attitudes.

•50. Follow written directions.

51. Interpret pictures.

52. Recognize valid generalizations.

53. Select titles for paragraphs, stories, and selections.

•54. Draw conclusions.

•55. Distinguish between reality and fantasy or fact and opinion.

•56. Determine the meaning of a sentence which contains negative words.

57. Identify shelf arrangement of library materials, left-to-right, top to bottom.

58. Identify cross references.

59. Begin to recognize the relationship of achievement in basic reading, writing, speaking, and computation skills to various jobs.

GRADE 3

COMPOSITION

The student will:

1. Review all previously taught composition skills.

••2. Arrange events in sequential order.

••3. Write simple declarative sentences using appropriate English word order.

••4. Arrange four sentences into a meaningful paragraph.

5. Transform a simple declarative sentence into an interrogative sentence.

LANGUAGE AND MECHANICS

The student will:

6. Review all previously taught skills in language and mechanics.

7. Supply the correct forms of regular verbs in a sentence.

8. Recognize the two parts of a sentence (subject and predicate).

••9. Write the plural form of nouns by adding "s" or "es" to the base word.

••10. Spell his/her complete address.

••11. Use a comma between names of cities and states and between the day of the month and the year.

••12. Capitalize a simple greeting and the first word of the closing of a letter.

••13. Use the comma after the greeting and the closing of a friendly letter.

••14. Capitalize common titles (Mr., Mrs., Dr., Miss) and proper nouns which name persons, days of the week, months of the year, and names of streets, cities, states, and countries.

••15. Use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.).

16. Use quotation mark when writing dialogue.

17. Supply the abbreviations for proper nouns (states, months, days, etc.).

18. Make the transition from manuscript to cursive.

19. Supply "a" or "an" appropriately in a sentence.

20. Supply the correct possessive form for a given singular noun.

••21. Capitalize the first letter of the first word in a sentence, the pronoun "I," and the first letters in the names of persons.

22. Alphabetize two groups of words beginning with the same first two letters.

23. Use an appropriate adjective for an unmodified noun in a sentence.

••24. Use legible manuscript handwriting.

* Directly correlates with Minimum Student Performance Standards required for promotion from 3rd grade. Refer to Standards of Excellence, Grade 3, for appropriate objectives to be included at this grade level.
Directly correlates with Minimum Student Performance Standards required for promotion

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Appendix C

1990-1991 Language Arts Objectives
Second Grade

LANGUAGE ARTS/READING - GRADE 2

LITERARY FOCUS

PICTURE BOOKS, SCIENCE/NATURE BOOKS, FAIRY TALES, FOLK TALES FROM A VARIETY OF CULTURES, TRUE LIFE STORIES (LIFE IN THE CITY AND FARM, THE FIRE STATION, OTHER COUNTRIES), FANTASY BOOKS (BOTH TRADITIONAL AND CONTEMPORARY STORIES), SONGS, POEMS, PLAYS

SUGGESTED THEMES

TOY ANIMALS, ANIMALS, FAMILY, FRIENDS, CHILDREN AROUND THE WORLD, SAFETY, THEMES IN THE READING/LITERATURE SERIES:
(Note that themes will be appropriate at more than one grade level)

READING ACTIVITIES

DAILY READING EXPERIENCES TEROUGH USE OF BASAL READERS, LITERATURE TEXTS, AND LIBRARY AND CONTENT AREA BOOKS:

SMALL GROUP INSTRUCTION PROVIDED AT STUDENT'S INSTRUCTIONAL LEVEL
SILENT READING AT STUDENT'S INDEPENDENT READING LEVEL
SELECTING OF LITERATURE FOR INDEPENDENT READING AND SHARING WITH ADULTS
READING OF STUDENT WRITING
READ ALOUDS
PAIRED READING
CHORAL READING
LIBRARY EXPERIENCES
STORY MAPPING

OBJECTIVES

* 1 Read sight words with increasing fluency
* 2 Identify the meanings of regular plural nouns
3 Read with understanding words with all types of vowel patterns
4 Read with understanding words with consonant blends and digraphs
5 Self-correct decoding errors
* 6 Use varied decoding strategies (phonics, context) with increasing fluency
7 Read with understanding multiple meaning words and idioms
* 8 Read and identify the meanings of compound words
* 9 Read and identify the meanings of contractions
10 Read with understanding synonyms, antonyms, homonyms
* 11 Read with understanding negative words
* 12 Find topic sentences and stated main ideas
* 13 Ask and answer who, what, where, when, why, how questions
* 14 Recognize reality and fantasy
* 15 Follow written directions
16 Read with understanding age-appropriate literature
17 Draw inferences (e.g., emotions, character traits)
18 Make predictions based on prior knowledge/ illustrations/title clues
19 Choose to read as an activity
*20 Distinguish between real and unreal actions or events in a paragraph

WRITING EXPERIENCES

DAILY WRITING EXPERIENCES

ORAL COMPOSITION
COMPOSITIONS ABOUT FEELINGS/ OPINIONS/ EXPERIENCES
BRAINSTORMING/ CLUSTERING/ MAPPING/WEBBING
LETTER WRITING
POEMS
JOURNALS
GROUP AND INDIVIDUAL "BOOK WRITING"

OBJECTIVES

* 21 Compare interrogative and declarative sentences
* 22 Alphabetize: different initial letters
* 23 Spell words needed in writing in Grade 2
* 24 Compose sentences with negative words
* 25 Use inflected and derived forms (e.g., s/es plural forms, regular verb endings) accurately
* 26 Complete forms: name and age
* 27 Legibly write/copy friendly letter/ invitation/notice/announcement (space appropriately)
28 Use comma between day of month and year
29 Use the writing process (prewriting, composing, revising, editing, publishing) in composing poems, real and fanciful stories as appropriate to Grade 2

* Grade 3 Student Performance Standard

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SPEAKING AND LISTENING ACTIVITIES

DAILY SPEAKING AND LISTENING EXPERIENCES

RETELLING/SUMMARIZING STORY SEQUENCES
SPEAKING IN FRONT OF A GROUP
PANTOMIMING/DRAMATIZING STORIES/SITUATIONS
DICTATING INDIVIDUAL/GROUP EXPERIENCE STORIES
EXPRESSING FEELINGS
DEVELOPING LISTENING/READING COMPREHENSION QUESTIONS FOR PEER RESPONSE
ROLEPLAYING OF TELEPHONE AND SOCIAL DIALOGUE
SINGING
SMALL GROUP ACTIVITIES

OBJECTIVES

30 Use vocabulary, sentence length, and sentence complexity appropriate for grade level
31 Speak to or within a group at an appropriate rate
*32 Arrange pictures in sequence and present "stories" or information from pictures (e.g., illustrations, paintings, magazine and newspaper photos)
*33 List information (who, what, when, where) from an oral message
34 Write necessary information from a telephone message: caller's name and telephone number
35 Pantomime and dramatize stories and folktales from various cultures, including those represented in our community
36 Dictate message of friendly letter to a character in a folk tale from another culture

Teachers should also review previously taught objectives for mastery

* Grade 3 Student Performance Standard

Appendix D

Teacher Survey

Teacher Survey
Journal Writing Questionaire

Briefly answer each question. If you have any special concerns not covered in this questionaire, please feel free to write them at the bottom.

1. Do you feel you have the necessary training to teach journal writing?

2. Do you honestly feel journal writing is as important as other areas of the curriculum?

3. What areas of journal writing do you feel the most uncomfortable with in the classroom setting?

4. Do you feel it is necessary to monitor progress in journal writing skills and how are you presently evaluating journal writing skills?

5. Are there any specific problems you have encountered during journal writing time that you feel need to be addressed?

Comments:

Appendix E

Results Teacher Survey

Appendix E

Results
Teacher Survey
Journal Writing Qestionaire

Descriptors	Problem	Neutral	No Problem
Adequate Training	75%	8%	16.6%
Journal Writing as Part of the Curriculum	58%	33%	8%
Evaluation	66%	8%	25%
Motivation	83%		16.6%
Variety of Topics	75%	16.6%	8%
Adequate Time	50%	33.3%	16.6%

Appendix F

Primary Writing Attitude Survey

Primary Writing Attitude Survey

Directions: Put an X on the face that shows how you feel.

1. How do you feel about starting a new story?

2. How do you feel when the teacher says its journal writing time?

3. How do you feel when you are not told what to write about?

4. How do you feel about using invented spelling? Give an example.

5. How do you feel when you can not think of something to write about in your journal?

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6. How do you feel about writing daily in your journal?

7. How do you feel about editing your journal? Give an example.

8. How do you feel when the teacher asks you to read out loud what you wrote in your journal?

9. How do you feel about writing?

10. How do you feel about writing during free time?

Appendix G

Teacher Observations of Six Targeted Students

Appendix G

Teacher Observation of Six Targeted Students

Student One:

At journal time when the rest of the students are taking out their journals, this student consistently does not unless the teacher individually makes the request for the student to take out the journal. This student will comply after being individually addressed.

Student Two:

The student tries to sneak a book under the desk instead of writing. The student will write if individually reminded that this is journal time, not silent reading time.

Student Three:

This student writes very large in the journal. Consequently, the journal writing page is filled with few words. The student will then fill in the rest of the page with pictures. This way the page is filled each day but little writing took place.

Student Four:

This student draws and writes about the same thing day after day. The journal writing page is filled with a picture, usually a house, and a few phrases or words are written below it.

Student Five:

The student expresses orally a dislike for writing of any type. The student will start crying if the spelling of a word is unknown. This student is just beginning to use inventive spelling but stills resist using this technique.

Student Six:

This student writes in the journal every day. Nevertheless, this student like student numlber four writes about the same topic day after day.

Appendix H

Holistic Scoring Pre/Post Test Checklist

Standards for Holistic Evaluation

This evaluative instrument has previously been used to score creative writing at the practicum site.

Content	1 – Weak	3 – Average	5 – Strong
1. Interest	Unclear, unimaginative writing. Boring or poorly defined topic.	Understandable but unimaginative writing. Topic adequately defined.	Imaginative, interesting writing. Well-developed topic.
2. Coherence	Lack of organization or development. Unclear or missing main idea.	Identifiable main idea but weak organization. Some ideas missing or out of order.	Strongly defined main idea. Clear, logical organization. Sentences related to each other.
3. Unity	Many irrelevant sentences or details.	Few irrelevant sentences or details.	Well-chosen, relevant sentences or details.
4. Development	Writing so lacking in development and detail that topic is not identifiable.	Boring description. Incomplete development of narrative or exposition.	Description rich in detail. Clear, easily followed narrative or exposition.
5. Word Choice	Dull, general words, poorly chosen.	Suitable but unimaginative language.	Specific, figurative language.

Mechanics			
1. Paragraphs	Paragaph(s) not indented. Title missing.	In writing of longer than one paragraph, not all paragraphs indented.	Paragraphs indented. Title in correct position.
2. Sentences	Many fragments and run-on sentences.	Some fragments and/or run-on sentences.	Few, if any, fragments or run-on sentences.
3. Grammar	Frequent mistakes in the use of nouns, verbs, and pronouns and in subject-verb agreement.	Occasional mistakes in the use of nouns, verbs, and pronouns and in subject-verb agreement.	Infrequent mistakes in the use of nouns, verbs, and pronouns and in subject-verb agreement.
4. Capitalization	Frequent mistakes in capitalization of sentence beginnings, proper nouns, *I*, and titles.	Occasional mistakes in capitalization.	Infrequent mistakes in capitalization.
5. Punctuation	Punctuation marks frequently missing or misused.	Infrequent mistakes in punctuation.	Punctuation marks used correctly.
6. Spelling	Frequent mistakes in spelling, without any pattern or indication of awareness of spelling patterns.	Occasional mistakes in spelling, with some awareness of spelling patterns.	Infrequent mistakes in spelling, indicating an awareness of spelling patterns.
7. Handwriting	Badly formed letters of uneven size and slant, frequently illegible.	Some carelessly or inconsistently formed letters, sometimes hard to read.	Correctly formed letters with consistent size, slant, and spacing.

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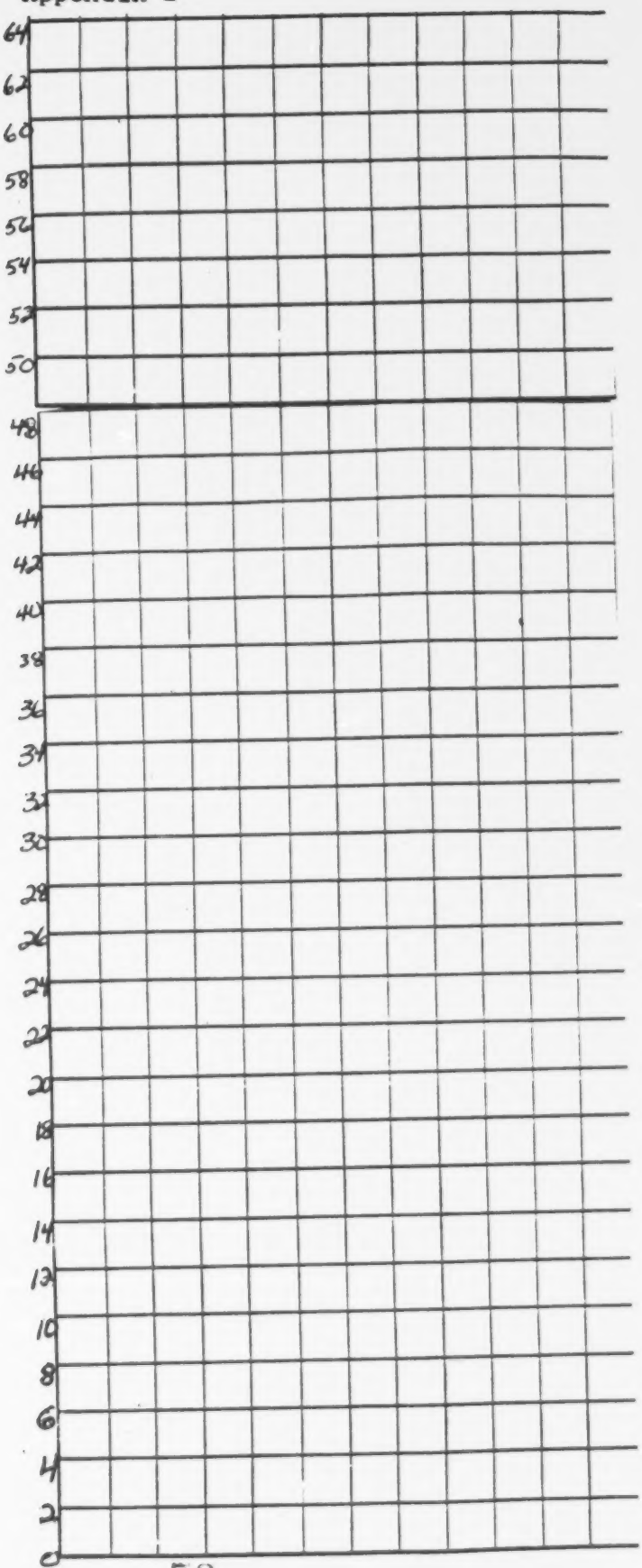
Appendix I

Journal Writing Graph

Journal Writing Graph



Appendix J

Alphabetized Dolch Word Lists

DOLCH WORDS

-A-

a
about
all
after
again
always
am
an
and
any
are
around
as
ask
at
ate
away

-B-

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

-C-

call
came
can
carry
clean
cold
come
could
cut

-D-

did
does
do
done
don't
down
draw
drink

-E-

eat
eight
every

LIST 1

DOLCH WORDS

-F-

fall
far
fast
find
first
five
fly
for
found
from
full
funny

-G-

gave
get
give
go
goes
going
good
got
green
grow

-H-

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

-I-

I
if
in
into
is
it
its

-J-

jump
just

-K-

keep
kind
know

-L-

laugh
let
light
like
little
live
look
long

LIST 2

DOLCH WORDS

-M-

made
make
many
may
me
much
must
my
myself

-N-

never
new
no
not
now

-O-

of
off
old
on
once
one
only
open
or
our
out
over
own

-P-

pick
play
please
pretty
pull
put

-R-

ran
read
red
ride
right
run

-S-

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

LIST 3

DOLCH WORDS

-T-

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two

-U-

under
up
upon
us
use

-V-

very

-W-

walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

-Y-

yellow
yes
you
your

LIST 4

Appendix K

Chart of Topics

Chart of Topics

Week of —	Monday	Tuesday	Wednesday	Thursday	Friday